# The Effect of Social Net-working Site on Social and Academic Performance of Youth in Myanmar (A Case Study in Monywa Township)

By

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**Abstract**

In the recent decades, the users of social networking sites (SNS) have been increasing remarkably. In this study, the effect of social net-working site on social and academic performance of youth in Monywa Township is analyzed by using descriptive and structural equation modeling. The required data are collected by applying stratified multi-stage cluster random sampling. It is found that the most widely used SNS are Facebook, Viber, Gmail and Youtube. 95% of the youth use Facebbok and 37.6% of the youth spend between 1 hour and 3 hours daily for using SNS and 50% said that it cost about less than 10000 kyats per month. Most of the youth use SNS for social purpose. The percentage of the youth who use SNS for education purpose is about 42%. The usage of Google is significant factor of education advantages of the youth. The usage of Youtube, Google, Viber have significant effect on entertainment advantages of the youth. The usage of Facebook, Youtube, Google, Viber have significant effect on information and news advantages of the youth. It is found that the educational performance of youth is significantly influenced by educational advantages of SNS. Among the parental factors, education and occupation of father and occupation of mother significantly affect on the educational performance of the youth.

**Key Words**: Social Networking Sites, two stagessystematic cluster random sampling, structural equation modeling, educational performance

## 1. Rationale of the Study

In the recent decades, the users of social networking sites(SNS) have been increasing remarkably. According to GlobalWebIndex (2017)[1], people used SNS for 10 main reasons. Among 77814 internet users aged 16-64 used SNS for these 10 reasons. Among them, 42% of the users used SNS to stay touch with what their friends are doing. To stay up-to-date with news and current events, 41% used SNS. 39% said that the next reason for using SNS is filling up spare time. The percentage of the users to find funny or entertaining content is 37%. For general networking with other people, 34% used SNS. There were 33% of the users for being a lot of their friends were on SNS. 32% shared their photos or videos with others and 30% shared their opinion through SNS. To research and find new friends, only 27% used SNS. There were 29% of the users that used SNS to meet new people.

Teens are constantly using the virtual world to communicate with one another through social networking sites. According to the Pew Research Center(2015)[2], the vast majority of teens (71%) are not sticking to one site, but are experimenting and using multiple ones. With more and more youth using these sites, it is important for parents to stay well informed about the social media platforms and the pros and cons of each(Lenhart et al., 2015)[3].

In Southeast Asia, most of the Facebook users was found in Indonesia (130 million)(Statista, 2019)[4]. For now, Facebook is one of the most popular and user-friendly social networking sites. Creating a profile is super easy. The second largest Facebook user was found in Philippines in which 75 million people used Facebook. 21 million of Myanmar people used Facebook. According to Myanmar Time(13 June,2016)[5], 35% of people used Facebook were at age 19-25 years old. By GlobalState (Apirl,2020)[6], 96.4% of SNS users used Facebook, 1.33% used Twitter and only 0.7% used Youtube in Myanmar.

Among the various types of SNS, Facebook is most popular among Myanmar people. It is user-friendly social networking sites. It is easy to creating a profile. The site helps members identify people based on their age, geographical location, school, etc. For teens, Facebook provides a place to virtually hangout and connect with friends. There are also places to connect with people who share common interests. One of the great things about Facebook is the network's ability to close the geographical distance between friends and family. The up-to-date information can be obtained from Facebook. Facebook users can share various activities and their interest on Facebook. The youth post their photos, songs and entertainment on Facebook. Users who have same interest and hobby can group and communicate each other through Facebook. But there are a lot of disadvantages of Facebook. There is no guarantee accounts will not be hacked to use for their personal interest. There are numerous stories of people's photos being downloaded and misused. When youth post pictures of themselves making poor decisions, or rant in the comment section, it can come back to haunt them in the future. Therefore it is needed to study the effects of SNS on social and

educational performance of youth and which types of SNS are most widely used in Monywa Township.

## 2. Objectives of the Study

The main objective of the study is to find out the factors of SNS using which significantly influenced on the educational performance of youth. The specific objectives are

(i) To explore the most widely used types of SNS by the youth of Monywa township

(ii) To analyze the effect of widely used SNS on education, entertainment, social and information of youth in Monywa Township

(iii) To study the effect of education, entertainment, social, information obtained from SNS and parental factors on educational performance of the youth.

## 3. Methods of Study

The required data were obtained by using stratified multi-stage cluster random sampling method. The stratification variable is the location. The target population is all youth in Monywa Township. According to United Nations, the persons between the ages of 15 to 24 years are defined as youth. Therefore, all people between the ages of 15 to 24 years in Monywa Township are target population. At the first stage, it is divided into two strata: rural and urban. And then it was randomly selected 5 wards: Myawaddy, Nandawun,Thanlar, Bonesoe, Dawnachan wards from urban and 6 village tracts: Natgyi Kyune, Ywar Ton, Min Ywar, Myinmee Laung, Khothan, Kyauksitpon from rural. At the second stage, 1 in 3 systematic random sampling was applied to select the households and all youths in the selected household are asked the required information. The descriptive statistics and structural equation modeling are used to analyse the SNS types using by youths and their effects on education, social, entertainment and information of youths and the effects of education, social, entertainment and information obtained from SNS on educational performance of the youths in Monywa Township.

## 4. Scope and Limitations of the Study

There are many variables to measure the educational performance of the youth, schooling year of youth is used to measure their educational performance. There are many factors of SNS, education, social, entertainment and information advantages are observed. Among the various statistical methods for cross-sectional data, descriptive analysis and structural equation modeling are used.

## 5. Literature Review

Miah et al., (2013)[7] explored the effects of social networking on adolescent education. In the study, it was investigated how high school students are using social networks for school- or education-based work. The study conducted a survey among students of four schools in Rapides Parish, Louisiana and measured the usage, time spent on social networking sites, the specific websites that are being accessed, and the subjects being studied while on social networking sites, and tried to find out if these are helping or hurting the students' academic progress. In this research, the target population was high school students and collected the sample students of four schools in Louisiana. The researchers collected 569 surveys from students at four Rapides Parish schools in the 6th-12thgrades. The study measured the usage, time spent on social networking sites, the specific websites that are being accessed, and the subjects that are being studied while on the social networking sites; and tried to find out if these are helping or hurting the students in their academic progress. The questionnaire also surveyed students' awareness of security and privacy of the information that they post on social networking websites. It was consisted of three demographic questions that asked their grade level, age and gender. The remaining eleven questions focused on the use of social networking, how they used it, and what they used it for. The purpose of this research was to help education administrators, teachers and parents to discover how and whether the social networking sites are helping their students in their learning process by using exploratory data analysis. The study also provided recommendations to make the use of social networking sites effective and beneficial for the students.

The study of Bijari et al., (2013)[8] revealed that the use of social media had affected the academic performance of their respondents negatively. This case-control study was conducted in Birjand University of Medical Sciences in 2011. Two group of students participated in the study were case and control groups including 70 students with grade point average (GPA) less than 16 of 20 and 140 students with GPA equal 16 of 20 and higher, respectively. Data was compiled using a questionnaire consisting of the membership status in Social networking sites (SNSs), estimated hours working using SNSs, time of starting membership in SNSs and the reason of usage. By using T-test, chi-squire and Odd′s Ratio data was analyzed in this study. The result of this study has shown a negative relation between use of SNSs and GPA.

Shanab&Tarawneh(2015)[9] suggested that the relationship between the different dimensions of Facebook

influence on students with respect to the time spent on the Internet and Facebook specifically in his study.This study tried to explore the influence of social media use, and especially Facebook, on high school students' performance. This study used the GPA of students in four courses and their responses regarding the use of social media. Statistical analysis is used to inference the relationship and its implications.Thisstudy utilized a survey that consisted of 18 items measuring students' attitudes and use behavior of Facebook. The sample 113 of all eleventh grade of students in a public school in the northern part of Jordan were collected in this research. This study aimed at measuring the influence of Facebook use on secondary school students. The GPA of students was referred to dependent variable and the time spent on Facebook or the Internet was referred to independent variable in this study. It was found that the GPA significantly correlated with the time spent on Facebook. Such result indicated that the more time is spent on Facebook, the lower GPA would be. Therefore, the literature in this study concluded that Facebook negatively influenced students' performance and their social activities in the real world for the aim of living an active life on cyberspace.

Mensah et al., (2016)[10] studied the impact of social media on students' academic performance. The aim of this study was to examine the impact of use of social media on students' academic performance in Malaysian Tertiary Institution. Precisely, the purpose of this study is to examine the impact of time appropriateness on students' academic performance of social media on time appropriateness as the first objective. The second objective was to examine the impact of nature of usage on students' academic performance. The third one was to examine the impact of health addiction on students' academic performance. The fourth was to examine the impact of time duration on students' academic performance. The fifth was to examine the impact of friends and people connection on students' academic performance and the last objective was to examine the impact of security/privacy problems on students' academic performance. Therefore the researchers settled time appropriateness, time duration, nature of usage, health addiction, friend people connection and security/privacy problems as the independent variables while student academic performance was dependent variable in this study.This research adopted descriptive and explanatory research design. It also employed the use of cross sectional survey method using survey questionnaires that contains 42 items with a Likert Scale (Disagree-1 and 5 for Agree). The sample of 102 students from Erican College was selected using convenient sampling method. In order to find out the normality of the questionnaire, it was based on skewness and kurtosis statistics. The reliability test, validity test, correlation, regression were applied in order to analyze the collected data for the findings of the study. According to the finding of the research paper,the Pearson's correlation coefficients of four independent variables are correlated with student's academic performance while two are not. However, using the regression analysis four variables is significant which include: time appropriateness, people-friend connection, nature of Usage and health addiction while Time duration and security/privacy problems are not significant. In this study, it was concluded that social media platforms has a significant impact on students' academic performance in Malaysia tertiary institution. Nevertheless, among the six variables used in this research, time appropriateness and health addiction has a stronger significant influence on students' academic performance. This is because time management plays an essential role in determining the success or failure of an individual. Thus students who lack time management can easily fall prey to the negative impact which social media platforms present to its uses. Likewise, health addiction, students who are engrossed with social media platforms ends up skipping their meals which has a health impact on them. Such students become malnourished and could possibly fall ill which is will directly have an impact on students. Also, the nature of usage and friend-people connection has an impact also on the performance of students but not as impactful as the aforementioned variable. Finally, time duration and security/privacy problems have minimal or no significant influence on students' academic performance. Thus considering the abnormal use of social media platforms by students, it is expedient that universities and colleges in Malaysia educate their students to positively use these platforms for educational purposes which will eventually result in a positive impact on their academic performance.

Talaue et al.(2018)[11] assessed the impact of social media on academic performance of selected college students. The authors raised the actual impact of daily communication of youth in social media. In this research study, descriptive research design was utilized to gain accurate profile of situation. The respondents of this study were sixty Business Administration and Management Information System students of Jubail University College (JUC), Saudi Arabia. It was conducted during the summer semester of academic year 2017- 2018. This study used the quantitative as well as qualitative methods of research. Descriptive research design was utilized to gain accurate profile of situation. Both primary and secondary data were used to get the information relevant to the study. There were three variables of social media that may affect the

students' academic performance in this study. These are access to internet; usage of social media; their perception on social media; and their frequency of using it. By using these variables, the researcher identified the impact of using social media to the academic performance of the respondents. Based on the findings of this study, social media becomes an integral part of the student's full life, took up most of his spare time. The time spend by the respondents on social media stressed that the impact on their academic performance ends up negative. All kinds of computer technologies, mobile phones have significantly expanded the scope of both positive and negative factors of the spiritual and intellectual development of the younger generation.Therefore, the researcher concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility. Kolan & Dzandza, (2018)[12] studied to investigate the level of engagement of students of the University of Ghana into social networking sites and also determined the effect of their use on the academic work. In this study, the Objectives were to determine the level of exposure of students of University of Ghana to social media sites, to ascertain what students of University of Ghana use social media for and to ascertain how the use of social media has influenced the academic work of students of University of Ghana. The  researchers selected the total sample size of two hundred students from the total population of thirty eight thousand students of University of Ghana; using cluster sampling method of probability sampling. The total population was grouped into clusters based on the halls of residence. The questionnaire was designed by putting up statements which respondents had to rank using a likert to indicate their level of agreement or disagreement. 197 questionnaires were retrieved from the study and descriptive statistics was then used to profile the responses from respondents. It was found that students of university of Ghana were well exposed to social media networks; all 197 respondents use one social media platform or the other. All the respondents were on Facebook and whatsApp. Other major social media platforms used by the students were twitter, instagram. According to the survey data, it was showed that (38.3%) of the respondents were addicted to social media and that affected their academic life and (51.7%) also revealed that online networks distracted their attention from their studies. It is also important to note that a total percentage of (31.5%) students responded that they did not experience any improvement in their grades (Grade Point Average) and a cross analysis of the responses showed that they were the participants that indicated that they were

addicted to social networks and also that these networking sites were distracting them from their studies.

## 6. Profile of Youth

The total number of youth observed by this paper is 600, 595 are complete response. The demographic factors of youth studied in this paper are gender, educational attainment, the education level and occupation and education of their parents.

Table(6.1)
Demographic Factors of Youth

| Factors | Number of Youth | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 350 | 41.2 |
| Female | 245 | 58.8 |
| **Years of Schooling** | | |
| Less than 6 Years | 10 | 1.7 |
| 6-10 | 123 | 20.7 |
| 11-15 | 419 | 70.4 |
| 16-20 | 43 | 7.2 |
| **Attending Schools & Universities** | | |
| Monywa University | 244 | 41.0 |
| Monywa University of Economics | 68 | 11.4 |
| Computer University (Monywa) | 3 | 0.5 |
| Technology University (Monywa) | 20 | 3.4 |
| Others(Nurse & Education) | 9 | 1.5 |
| Tertiary Level | 210 | 35.3 |
| Secondary Level | 3 | 0.5 |
| Primary Level | 38 | 6.4 |
| **Location** | | |
| Rural | 284 | 47.73 |
| Urban | 311 | 52.27 |

Source: Survey Data(December, 2019)

According to this table, 41.2% of the youth are males and 58.8% are females. 52.27% live in urban and 47.73% live in rural area. Among them, about 70 % have between 11 and 15 schooling years. Educational attainment of most of the youth is high in Monywa township. It is also found that about 41% are from Monywa University and 11.4% are from Monywa University of Economics. The percentage of the youth who educational attainment level is tertiary is 35.3%. The education and occupation of their parents are presented in Table (6.2).

Table (6.2)
Education and Occupation of Parents of the Youths

| Factor | Father | | Mother | |
|---|---|---|---|---|
| | No. | % | No. | % |

| **Education** | | | | |
|---|---|---|---|---|
| Only Read & Write | 11 | 1.8 | 3 | 0.5 |
| Primary | 317 | 53.3 | 370 | 62.2 |
| Secondary | 157 | 26.4 | 112 | 18.8 |
| Tertiary | 64 | 10.8 | 69 | 11.6 |
| Graduate | 43 | 7.2 | 41 | 6.9 |
| Others | 3 | 0.5 | 0 | 0 |
| | | | | |
| **Occupation** | | | | |
| Passed Away | 10 | 1.7 | 2 | 0.3 |
| Dependents | 6 | 1.0 | 102 | 17.1 |
| Farmers | 233 | 39.2 | 145 | 24.4 |
| Government Staff | 37 | 6.2 | 31 | 5.2 |
| Merchants | 309 | 51.9 | 315 | 52.9 |

Source: Survey Data(December, 2019)

According to this table, most of their parents attained primary education level and about 7% of the parents are graduates. Most of their fathers and mothers are merchants and about 39 % of their fathers and 24% of their mothers are farmers. The dependents are mostly found in their others.

7. Social Networking Sites and Youth of Monywa Township

The social networking sites which is used by the youth, the daily usage hour and monthly expenses of SNS are discussed in this section. The widely used SNS are Facebook,Viber, Instragram, YouTube, Google, and WeChat in Monywa Township.

Table (7.1)
Widely Used Social Networking Sites

| Types | Using Percentage |
|---|---|
| FaceBook | 95.3 |
| Viber | 48.7 |
| Google | 34.3 |
| YouTube | 31.4 |
| Instragram | 11.3 |
| Line | 4.9 |
| WeChart | 4.5 |
| Beetalk | 4.5 |
| Whatup | 1.5 |
| Twitter | 2.5 |
| Skype | 0.3 |

Source: Survey Data(December, 2019)

According to Table(7.1), Facebook is the most popular SNS among the youth of Monywa Township. The second widely used SNS is Viber and the third widely used SNS is Google. It is found that about 95% of the youth use Facebook for social network. And then, the daily usage hour of SNS are studied and presented in Table (7.2).

Table(7.2)
Daily SNS Usage Hour of the Youth

| Usage Hour | No. of Youth | % |
|---|---|---|
| Less than 1 hour | 36 | 6.10 |
| 1-3 | 224 | 37.60 |
| 3-5 | 175 | 29.40 |
| 5-7 | 113 | 19.00 |
| 7-9 | 26 | 4.40 |
| 9 hour and above | 21 | 3.50 |
| Total | 595 | 100.00 |

Source: Survey Data(December, 2019)

According to Table(7.2), the most of the youth use SNS between 1 hour and 3 hour per day. 29.4% of the youth spends 3 to 5 hours for SNS daily and 19% spend 5 to 7 hours per day. Therefore, the youth spend most of their time on SNS. The monthly expenses for SNS are also observed and presented in Table (7.3).

Table(7.3)
Monthly Expenses for SNS

| Monthly Expenses (kyats) | No. of Youth | % |
|---|---|---|
| Less than 10000 | 300 | 50.4 |
| 10000-20000 | 140 | 23.5 |
| 20000-30000 | 23 | 3.9 |
| 30000-40000 | 82 | 13.8 |
| 40000-50000 | 16 | 2.7 |
| 50000 and above | 34 | 5.7 |
| Total | 595 | 100.00 |

Source: Survey Data (December, 2019)

By Table (7.3), most of the youth spend less than 10000 kyats per month for SNS. It is found that 23.5% spend between 10000 kyats and 20000 kyats. 13.8% spend 30000 kyats to 40000 kyaths per month. Since the youth spend most of their time on SNS, it is needed to know why SNS is used. Therefore the reasons for using SNS are observed and presented in Table (7.4).

Table (7.4)
Reasons for Using SNS

| Reason | No. of Youth | % |
|---|---|---|
| Education | 248 | 41.7 |
| Social | 404 | 67.9 |
| Entertainment | 324 | 54.5 |
| Information and News | 337 | 56.6 |

Source: Survey Data(December, 2019)

According to Table (7.4), 41.7% of the youth use SNS for their education, 67.9% for Social, 54.4% for entertainment and 56.6% use for seeking information and news. Therefore most of the youth use SNS for social networking.

The opinion of youth on advantages of using SNS on education, social, entertainment and Information and news are observed by using the statements which are measured by 5 – point likert scale. The observed data are presented in the following Table(7.5).

Only 55.1% said that SNS aids their learning lessons and this percentage is the least among statements. Above 70% agree that SNS can give opportunities for social, entertainment and information and news. It can be concluded that the youth are weak in using of SNS for their education in Monywa Township. Therefore, there will be difficulties if the education is transformed into digital learning and teaching in today era.

Table (7.5)
Positive Opinion of Youth for Advantages of SNS

| Statements | % | Cronbach's Alpha |
|---|---|---|
| **Education** | | 0.73 |
| Aids in learning lessons | 55.1 | |
| Supporting the specialization subjects | 71.6 | |
| Studying Detail | 65.9 | |
| Discuss and Sharing with others | 69.2 | |
| Attaining abundant knowledge | 72.2 | |
| **Social Relationship** | | 0.66 |
| Can wide social relationship | 83.0 | |
| Mutual understanding with partners and friends | 76.5 | |
| Can learn and know social culture from different regions | 75.0 | |
| Can share educational information through social relationship | 81.1 | |
| Can contact relatives and friends from oversea | 71.8 | |
| Can increase new contacts from different parts of Myanmar | 75.0 | |
| **Entertainment** | | 0.60 |
| Can study and enjoy various interesting entertainment | 84.9 | |
| Can play the interesting games | 61.7 | |
| Can know various entertainment channels from all over the world | 75.2 | |
| Can watch the activities and performance of local celebrities | 81.1 | |
| Can study and read the aesthetic poems and novels | 75.8 | |
| Can learn how to perform to be successful actors and actresses | 75.9 | |
| **Information and News** | | 0.81 |
| Can easily attain available information around the world | 79.0 | |
| Can easily search all the interested news | 86.1 | |
| Can obtain breaking knews using SNS on time | 76.8 | |
| Can share knowing information to others | 78.8 | |
| Can access information of other countries around the world to | 73.8 | |
| Can get the opportunity to learn about our country's political, economic and social condition | 74.8 | |

Source: Survey Data(December,2019)

## 8. Effect of SNS on Educational Performance of The Youth Through Its Education, Social, Entertainment and Information Advantages

To analyze the effect of SNS on educational performance of the youth through its education, social, entertainment and information advantages, structural equation modeling (SEM) is used. SEM is a comprehensive statistical approach to testing hypotheses about relations among observed and latent variables (Hoyle, 1995). It is a methodology for representing, estimating, and testing a theoretical network of (mostly) linear relations between variables (Rigdon, 1998). It tests hypothesized patterns of directional and non-directional relationships among a set of observed (measured) and unobserved (latent) variables (MacCallum & Austin, 2000). SEM uses latent variables to account for measurement error. Since SEM deals with measured and latent variables, SEM is a combination of multiple regression and factor analysis. In this paper latent variables are opinion on education, entertainment, social and information and news which are measured by using likert scale.

### 8.1 Model Specification

The SEM models are specified as follows:

$$Education = \beta_1 Facebook + \beta_2 Viber + \beta_3 YouTube + \beta_4 Google + \beta_5 Usage\ Hour + \varepsilon_i \quad (1)$$

$$Entertainment = \alpha_1 Facebook + \alpha_2 Viber + \alpha_3 YouTube + \alpha_4 Google + \alpha_5 Usage\ Hour + \varepsilon_i \quad (2)$$

$$Social = \phi_1 Facebook + \phi_2 Viber + \phi_3 YouTube + \phi_4 Google + \phi_5 Usage\ Hour + \varepsilon_i \quad (3)$$

$$Information = \gamma_1 Facebook + \gamma_2 Viber + \gamma_3 YouTube + \gamma_4 Google + \gamma_5 Usage\ Hour + \varepsilon_i \quad (4)$$

$$Year\ of\ Schooling = \eta_0 + \eta_1 Education + \eta_2 Entertainment + \eta_3 Social + \eta_4 Information + \eta_5 Father\ Education + \eta_6 Father's\ Occupation + \eta_7 Mother's\ Education + \eta_8 Mother's\ Occupation + Location + \varepsilon_i \quad (5)$$

In these models, there are four latent variables: Education, Entertainment, Social and Information are latent variables and they also endogenous variables. Exogenous variables are Facebook, Viber, Youtube, Google, Usage hour, Parental factors: Father's Occupation, Mother's Occupation, Father's Education, Mother's Education and Daily Usage Hour of SNS. Latent variables are constructed by using the factors which are measured by using five-point likert scale. Facebook, Viber, Youtube, Google, Father's Occupation, Mother's Occupation,

Father's Education, Mother's Education and Location are dummy variables. If the youth use Facebook, Viber, Youtube, Google, it is assigned one and if the youth does not use, it is assigned zero. If their Father is farmer, Father's Occupation is assigned to one and it is zero for otherwise. If the mother is dependent, mother's occupation is assigned to one and it is zero for otherwise. If the education level of their Father and Mother is tertiary and above, it is assigned one to Education of Father and Mother and it is assigned zero otherwise. Educational attainment is used as a proxy of educational performance of youth. It is measured by years of schooling.

## 8.2 The Effect of SNS on Education, Social, Entertainment and Information And News Advantages of the Youth

The opinion of youth on education advantages is observed by using 5 statements which is measured 5-point likert scale. The effect of most widely used SNS by the youths is estimated by using measurement models. The estimated results are presented with the following equation.

$$\widehat{Edu} = 0.11 \text{Facebook} + 0.05 \text{Youtube} + 0.26 \text{Google} - 0.08 \text{Viber} - 0.01 \text{Usagehour} \quad (6)$$

S.E     (0.09)     (0.05)     (0.05)     (0.04)     (0.01)
P-value[0.267]     [0.281]     [0.000]     [0.04]     [0.461]

In equation (6), Edu stands for educational advantages. It can be found that Google and Viber significantly affects on the education advantages of the youth at, If the more they use Google, better the education advantages are because the coefficient of Google is positive and it is significant at 1% level. If the more they use Viber, the less the education advantages are because the sign of the coefficient of Viber is negative and it is significant at 5% level. Among the widely used types of SNS, Google and Viber have significant effect on the education of the youth in Monywa Township.

The opinion of youth on social advantages is observed by using 6 statements which is measured 5-point likert scale. The effect of most widely used SNS by the youths is estimated. The estimated results are presented with the following equation.

$$\widehat{Soc} = 0.48 \text{Facebook} + 0.63 \text{Youtube} + 1.03 \text{Google} - 0.35 \text{Viber} + 0.13 \text{Usagehour} \quad (7)$$

S.E     (0.43)     (0.22)     (0.29)     (0.19)     (0.04)
P-value[0.259]     [0.004]     [0.001]     [0.072]     [0.004]

According to Equation (7), Soc is used for social advantages. Youtube and Google have positive and significant effect on social advantages for the youth. The more Youtube and Google are used, the more they can attain the social advantages. Viber has negative significant effect on social advantages. The more Viber is used, the less

the social advantages will be because the number of Viber users are relatively smaller than other SNS users. The coefficient of usage hour is significant and positive at 1% level of significance. They more spend their time on SNS, the more they gain the social advantages.

The opinion of youth about advantages for information and news from SNS is observed by using 6 statements which is measured 5-point likert scale. How most widely used SNS affect on information and news is estimated. The estimated results are presented with the following equation.

$$\widehat{Infor} = 0.22 \text{Facebook} + 0.09 \text{Youtube} + 0.21 \text{Google} - 0.09 \text{Viber} + 0.04 \text{Usagehour} \quad (8)$$

S.E     (0.11)     (0.07)     (0.07)     (0.06)     (0.01)
P-value[0.040]     [0.212]     [0.002]     [0.087]     [0.005]

According to Equation (8), Facebook and Google have positive and significant effect on information(Infor) and news advantages for the youth. The more they use Facebook and Google, the more they can attain the information advantages. Viber has negative significant effect on information advantages. The more Viber is used, the less the information advantages will be because the number of viber users are relatively smaller than other SNS users. The coefficient of usage hour is significant and positive at 1% level of significance. They more spend their time on SNS, the more they gain the information advantages.

## 8.3 The Effect of Education, Entertainment, Information and Parental Factors on Educational Performance of the Youth
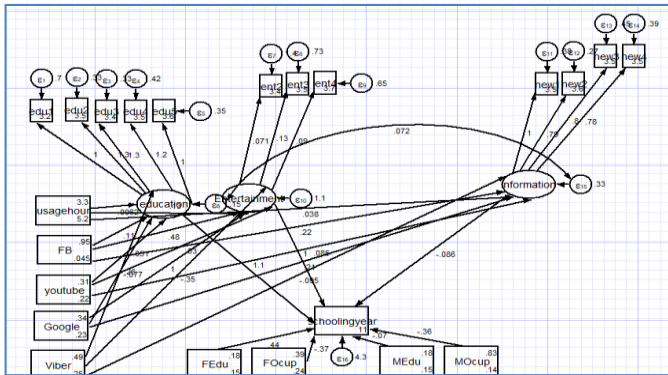
The structural model is used to analyze the effect of education, entertainment, information and parental factors on educational performance of the youth. The education attainment is used as a proxy of educational performance. The estimated result is presented by Equation (9).

$$\widehat{Per} = 11.05 + 1.14 \text{Edu} + 1.00 \text{Ent} + 0.09 \text{Inf} + 0.44 \text{FEdu} - 0.37 \text{FOcc} - 0.07 \text{Medu} - 0.36 \text{MOcc} \quad (9)$$

S.E     (0.48)   (0.39)   (0.00)   (0.27)   (0.27)   (0.21)   (0.26)   (0.23)
p-value(0.000)(0.003)   (-)   (0.754)   (0.102)   (0.077)   (0.790)   (0.122)

According to the Equation(9), educational advantages of SNS is positively and significantly affect on educational performance of the youth. The more the youth gain education advantages from SNS, the better the educational performance will be. The coefficient of Father Occupation is negative and significant at 8% level. It can be said that the education attainment of youth whose father is farmer is less than that of the youth who father work in other sectors. The coefficient of Father's Education is significant at 11% level. The more the educated father, the higher the attainment level of the youth. The coefficient of Mother's Education is significant at 13% level. It can be said that if the education attainment level of the youth whose mother is dependent is higher than that of the youth whose

mother is working for earning. Since the value of Standardized Root Mean Squared Residual(SRMR) is 0.06 and coefficient of determination(CD) is 0.45, this estimated SEM model is acceptable fit to explain the effect of SNS on educational performance of the youth in Monywa Township. The estimated results are presented in Figure (1).



**Figure(8.1) SEM Modeling for Effect of SNS on Educational Performance of the Youth**

## 9. Conclusion and Suggestion

Today, SNS culture is rapidly increasing in the era. Most people widely use SNS for various purposes. Some use SNS for social and some use for business and marketing. Some people use SNS for learning for not only academic but also art. SNS is very useful for recent pandemic time of COVID-19. Therefore, SNS is essential for everybody. Such these reasons, the effect of SNS on educational and social performance of youth in Monywa Township is studied. According to descriptive analysis, the most widely used SNS are Facebook, Viber, Gmail and Youtube. 95% of the youth use Facebook and 37.6% of the youth spend between 1 hour and 3 hours daily for using SNS and 50% said that it cost about less than 10000 kyats per month. Most of the youth use SNS for social purpose. The percentage of the youth who use SNS for education purpose is about 42%. The usage of Google is significant factor of education advantages of the youth. The usage of Youtube, Google, Viber has significant effect on entertainment advantages of the youth. The usage of Facebook, Youtube, Google, Viber has significant effect on information and news advantages of the youth.It is found that the educational performance of youth is significantly influenced by educational advantages of SNS. The educational performance of the youth whose father has tertiary and higher education level is better than that of the youth whose father has middle and primary education level. The sons of the farmers attain the lower educational attainment than the sons of government and private staff

and merchants. The dependent mother can develop their children to attain higher educational performance. To analyze the advantages and disadvantages of SNS in more detail, qualitative survey is carried out with the students and graduates at aged 15-24. They said that SNS cause the positive effect if they use systematically not only for social relationship but also for education. SNS can be used for digital marketing, online shopping and attending online classes. It causes the negative advantages if it is overused and there is no privacy because personnel data are hacked to steal the money from their bank account. The news from the SNS are not trusted and SNS gives fake news. Therefore, it is needed to make the educated talks for pro and corns of SNS to the youth and to effectively use the SNS for their education and social and entertainment.

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# Appendix

```
Structural equation model                 Number of obs    =      595
Estimation method  = ml
Log pseudolikelihood= -13022.746

( 1)   [edu1]education = 1
( 2)   [schoolingyear]Entertainment = 1
( 3)   [new1]Information = 1
```

| | Coef. | Robust Std. Err. | z | P>\|z\| | [95% Conf. Interval] | |
|---|---|---|---|---|---|---|
| **Structural** | | | | | | |
| **schoolingyear <-** | | | | | | |
| education | 1.144511 | .385714 | 2.97 | 0.003 | .3885255 | 1.900496 |
| Entertainment | 1 | (constrained) | | | | |
| Information | -.086258 | .2749267 | -0.31 | 0.754 | -.6251044 | .4525884 |
| FEdu | .4400443 | .2687638 | 1.64 | 0.102 | -.086723 | .9668117 |
| FOcup | -.3682507 | .2081759 | -1.77 | 0.077 | -.7762679 | .0397665 |
| MEdu | -.0695861 | .2607164 | -0.27 | 0.790 | -.5805809 | .4414087 |
| MOcup | -.3562958 | .2303845 | -1.55 | 0.122 | -.8078411 | .0952495 |
| _cons | 11.05113 | .4766315 | 23.19 | 0.000 | 10.11695 | 11.98531 |
| **education <-** | | | | | | |
| FB | .1089186 | .0981807 | 1.11 | 0.267 | -.083512 | .3013492 |
| youtube | .050512 | .0468682 | 1.08 | 0.281 | -.0413481 | .1423721 |
| usagehour | -.0061599 | .0083525 | -0.74 | 0.461 | -.0225306 | .0102107 |
| Google | .2630624 | .0482147 | 5.46 | 0.000 | .1685633 | .3575616 |
| Viber | -.0773405 | .0376365 | -2.05 | 0.040 | -.1511067 | -.0035742 |
| **Entertainment <-** | | | | | | |
| FB | .4841114 | .4285123 | 1.13 | 0.259 | -.3557573 | 1.32398 |
| youtube | .6311068 | .2216668 | 2.85 | 0.004 | .1966479 | 1.065566 |
| usagehour | .1283043 | .0440757 | 2.91 | 0.004 | .0419175 | .2146912 |
| Google | 1.032119 | .2970682 | 3.47 | 0.001 | .4498764 | 1.614362 |
| Viber | -.3452552 | .1920214 | -1.80 | 0.072 | -.7216101 | .0310998 |
| **Information <-** | | | | | | |
| FB | .2172254 | .1068339 | 2.03 | 0.042 | .0078349 | .426616 |
| youtube | .0852496 | .0683212 | 1.25 | 0.212 | -.0486575 | .2191567 |
| usagehour | .0382052 | .0135132 | 2.83 | 0.005 | .0117198 | .0646907 |
| Google | .2106145 | .0686251 | 3.07 | 0.002 | .0761118 | .3451171 |
| Viber | -.09469 | .0553996 | -1.71 | 0.087 | -.2032712 | .0138913 |
| **Measurement** | | | | | | |
| **edu1 <-** | | | | | | |
| education | 1 | (constrained) | | | | |
| _cons | 3.234903 | .0993365 | 32.57 | 0.000 | 3.040207 | 3.429598 |
| **edu2 <-** | | | | | | |
| education | 1.320672 | .1282006 | 10.30 | 0.000 | 1.069404 | 1.571941 |
| _cons | 3.466944 | .1260974 | 27.49 | 0.000 | 3.219798 | 3.71409 |
| **edu3 <-** | | | | | | |
| education | 1.31114 | .1240458 | 10.57 | 0.000 | 1.068015 | 1.554265 |
| _cons | 3.406205 | .1215233 | 28.03 | 0.000 | 3.168023 | 3.644386 |
| **edu4 <-** | | | | | | |
| education | 1.156004 | .1436969 | 8.04 | 0.000 | .8743636 | 1.437645 |
| _cons | 3.480151 | .1105154 | 31.49 | 0.000 | 3.263545 | 3.696758 |
| **edu5 <-** | | | | | | |
| education | 1.016097 | .1242712 | 8.18 | 0.000 | .7725301 | 1.259664 |
| _cons | 3.597167 | .0934038 | 38.51 | 0.000 | 3.414099 | 3.780235 |
| **ent2 <-** | | | | | | |
| Entertainment | .0714481 | .0774412 | 0.92 | 0.356 | -.0803338 | .22323 |
| _cons | 3.352776 | .1128625 | 29.71 | 0.000 | 3.13157 | 3.573983 |
| **ent3 <-** | | | | | | |
| Entertainment | .1331642 | .0636719 | 2.09 | 0.036 | .0083697 | .2579588 |
| _cons | 3.491046 | .0999604 | 34.92 | 0.000 | 3.295128 | 3.686965 |
| **ent4 <-** | | | | | | |
| Entertainment | .0900815 | .0602784 | 1.49 | 0.135 | -.0280621 | .208225 |
| _cons | 3.698812 | .0827448 | 44.70 | 0.000 | 3.536636 | 3.860989 |
| **new1 <-** | | | | | | |
| Information | 1 | (constrained) | | | | |
| _cons | 3.453251 | .1107105 | 31.19 | 0.000 | 3.236262 | 3.670239 |
| **new2 <-** | | | | | | |
| Information | .7893941 | .0727898 | 10.84 | 0.000 | .6467288 | .9320594 |
| _cons | 3.649059 | .0911729 | 40.02 | 0.000 | 3.470363 | 3.827754 |

| | Coef. | Robust Std. Err. | z | P>\|z\| | [95% Conf. Interval] | |
|---|---|---|---|---|---|---|
| _cons | 3.649059 | .0911729 | 40.02 | 0.000 | 3.470363 | 3.827754 |
| **new3 <-** | | | | | | |
| Information | .8005286 | .0987576 | 8.11 | 0.000 | .6069672 | .99409 |
| _cons | 3.475001 | .0967416 | 35.92 | 0.000 | 3.285391 | 3.664611 |
| **new4 <-** | | | | | | |
| Information | .7837959 | .0916931 | 8.55 | 0.000 | .6040806 | .9635111 |
| _cons | 3.51173 | .0883768 | 39.74 | 0.000 | 3.338515 | 3.684945 |
| var(e.edu1) | .7040582 | .0581265 | | | .5988721 | .8277194 |
| var(e.edu2) | .3258706 | .0463295 | | | .2466202 | .4305879 |
| var(e.edu3) | .3269419 | .0449897 | | | .2496541 | .4281564 |
| var(e.edu4) | .4165099 | .0444893 | | | .337835 | .5135066 |
| var(e.edu5) | .3457002 | .0318847 | | | .2885302 | .4141979 |
| var(e.schoolingyear) | 4.267007 | .5691916 | | | 3.285326 | 5.542022 |
| var(e.ent2) | 1.394258 | .0618801 | | | 1.278101 | 1.520972 |
| var(e.ent3) | .7312262 | .0538172 | | | .6330012 | .8446931 |
| var(e.ent4) | .6452081 | .0550011 | | | .5459322 | .7625371 |
| var(e.new1) | .3774572 | .0496621 | | | .2916587 | .4884954 |
| var(e.new2) | .2662188 | .0328674 | | | .2090014 | .3391003 |
| var(e.new3) | .4457872 | .0485337 | | | .3601269 | .5518227 |
| var(e.new4) | .3902564 | .039953 | | | .319306 | .476972 |
| var(e.education) | .1529731 | .0293938 | | | .1049679 | .2229325 |
| var(e.Entertainment) | 1.095833 | .5267224 | | | .4271758 | 2.81114 |
| var(e.Information) | .3340578 | .0483957 | | | .2514815 | .4437487 |

```
. estat gof,stats(all)
```

| Fit statistic | | Value | Description |
|---|---|---|---|
| Size of residuals | | | |
| | SRMR | 0.061 | Standardized root mean squared residual |
| | CD | 0.451 | Coefficient of determination |

Note: model was fit with vce(robust); only stats(residuals) valid.

Stability analysis of simultaneous equation systems

Eigenvalue stability condition

| Eigenvalue | Modulus |
|---|---|
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

```
stability index =        0
All the eigenvalues lie inside the unit circle.
SEM satisfies stability condition.
```

IJSER